DOCUMENT RESUME

ED 215 732 JC 820 203

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TITLE Faculty Evaluation: Process and Procedure.
INSTITUTION Shelby State Community Coll., Memphis, Tenn.
PUB DATE 81
NOTE 40p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Faculty; Community Colleges; *Evaluation Criteria; *Evaluation Methods; Faculty College Relationship; *Faculty Evaluation; *Peer Evaluation; Professional Development; Professional Recognition; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Effectiveness; Two Year Colleges

ABSTRACT

A two-year project was undertaken at Shelby State Community College to revise the school's faculty annual evaluation system. The first step in the development of the system was the identification and definition of five teacher roles; i.e., instruction, service to the college, professional growth, professional activities within the faculty member's area of expertise, and community or public service activities. The second step was the identification of sources of information on instructor performance in each of the roles, including student, peer, self, and supervisor evaluations. The third step was the determination of the weight or value to be placed on the information provided by each of the sources. After determining the kind of information to be gathered from each source, the final step was the development of forms, procedures, and protocol. The revised evaluation system, which is intended to support promotion and tenure considerations and to determine the need for faculty development, consists of four stages: (1) the determination by the faculty member and his/her supervisor of the emphasis he/she will place on each of the five roles; (2) the fulfillment of the agreed upon roles and responsibilities; (3) the collection by the faculty member of the necessary documents for evaluation; and (4) the evaluation itself. The bulk of this document is composed of samples of the various forms used in the evaluation process. (KL)

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FACULTY EVALUATION: PROCESS AND PROCEDURE

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JC 820 203

Preface

The faculty annual evaluation system presented in this document is the result of a two-year project under the direction of the Dean of Instruction at Shelby State Community College.

A faculty evaluation task force, representative of all academic divisions and instructional areas of the College, was formed in the spring of 1980 for the purpose of reviewing the present system of annual evaluations and recommending specific changes. Dr. Raoul Arreola, Director of the Center for Instructional Service and Research, Memphis State University, was employed as a consultant. The members of the task force were:

Mary Nell Cook, Assoc. Prof. of Health, Physical Education and Recreation, representing the Faculty Senate.

Jeannette Gunter, Coordinator of Continuing Education, representing the Area of Continuing Education and Community Services.

William Morris, Head of the Department of Social Sciences and Professor of History, representing the academic administration.

Julia Peace, Coordinator of Medical Lab Technology, representing the Division of Allied Health.

Dorcas Saunders, Director of Transfer Studies, representing the Dean's staff.

Sarita Sherrod, Assistant Prof. of Languages and Literature, representing the Div. of General Studies.

William Wannamaker, Head of the Dept. of Public Service Technologies and Associate Professor of Criminal Justice Studies, representing the Division of Education and Technologies.

Approval of the revised annual evaluation system has involved a review process by the faculty through each of the following steps:

1. Definition of the faculty roles
2. Identification of the sources of information for each of the roles
3. Determination of the weight or value to be placed on the information provided by each source
4. Determination of the kind of information to be gathered from each source
5. Development of the forms, procedures and protocol

Although the annual evaluation is a significant component in the process of awarding promotion and/or tenure, there are other factors to be considered such as length of time in service and the staffing needs of the institution.

It is the purpose of this system of annual evaluation to support promotion and/or tenure considerations made objectively, equitably, impartially, and as a recognition of merit in line with the policy guidelines of Shelby State Community College and the State Board of Regents.

In addition, the results of the annual evaluation will be used as a base for determining the need for faculty development. Goal setting, which is the initial step of an annual cycle, will provide both the individual faculty member and the college as a whole important information for planning. Evaluation of how completely those goals are reached each year will add the advantage of formative evaluation to the professional development program.

When the revised system is fully operational, the evaluation year will begin with the spring quarter and end with the close of the winter quarter. For the transition period, the initial evaluation cycle will begin in September, 1981, and close at the end of the winter quarter, 1983. Those persons who wish to be considered for promotion and/or tenure in 1981-82 or 1982-83 academic years will continue to follow the current system of faculty evaluation. However, all faculty members will be expected to participate in the revised system, even if they will also be applying for promotion and/or tenure before the revised system becomes operational.

In order to "mesh" this system with others at the College, some procedural changes will be made in allied areas. For example, standing committee assignments for 1981-82 will continue through 1982-83. Other processes will be adjusted when the need is identified.

Merit Pay

The Faculty Senate will be asked to provide leadership for recommending to the President by the end of the spring quarter, 1982, policy on the allocation of funds for merit pay. Specifically, the Senate should set up appropriate forums to consider two major questions:

1. What percent of the annual allocation of funds for faculty salaries should be reserved for merit pay?

2. What should constitute the lower limit of merit pay?

FACULTY EVALUATION TIMETABLE
TRANSITION PERIOD

September 8, 1981	- Supervisors to discuss system with faculty, agree on procedures for departmental tasks
September, 1981 - March 1, 1982	- Supervisors and faculty to reach agreement regarding personal goals and objectives and degrees of emphasis for the transition period
From Fall, 1981, - Winter, 1983	- Student evaluations, using CIEQ, completed for a minimum of one class per quarter. NOTE: Intersession and summer terms not required but may be included.
End of winter quarter, 1982	- Deadline for departments to determine (1) departmental criteria for numerical ratings and (2) procedure for selection of peers for peer review
End of spring quarter, 1982	- Deadline for renegotiation of degrees of emphasis and personal goals and objectives for transition period
June 1, 1982	- Deadline for Faculty Senate to submit to the President a recommendation regarding merit pay
February 15, 1983	- Deadline for selection of peers for peer review
March 15, 1983	- Deadline for submission of dossier by faculty member to respective supervisor
March 16 - April 20, 1983	- Period for review and evaluation by peers, self and supervisor
April 20 - May 15, 1983	- Appeals
May 1, 1983	- Final date for faculty to review evaluation with supervisor
June 15, 1983	- Deadline for finalizing all evaluation action for transition year

Procedures for Evaluation

There are four main steps of the evaluation process:

Step 1, determining the emphasis to be placed on each role, is a joint endeavor of the faculty member and his/her immediate supervisor.

Step 2, fulfilling the terms of the agreement, is primarily the responsibility of the faculty member. Assistance will be available through the Professional Development Program and supervisors also will be working with their faculty members to help them meet their specific goals.

Step 3, gathering evidence to document or report the accomplishments for evaluation, is the sole responsibility of the faculty member.

Step 4, evaluating, is dispersed at varying weights among students, self, peer and supervisor.

Step 1, determining the emphasis to be placed on each role.

As agreed upon by the faculty during fall quarter, 1980, there are five roles or areas in which faculty will be expected to assume responsibilities: Instruction, Service to the College, Professional Growth, Professional Activities and Community/Public Service. Within the limits designated by the faculty as minimum and maximum emphases, each faculty member, with the approval of his or her supervisor, will determine the annual level of emphasis to be placed on each role. These agreements will be determined prior to the beginning of the evaluation cycle but may be renegotiated when warranted by changing conditions at the college or in the department.

Minimums - maximums of role emphasis:

Instruction	50 - 70%
Service to the College	15 - 35%
Professional Growth	5 - 25%
Professional Activities	5 - 25%
Community/Public Service	5 - 15%

Step 2, fulfilling the terms of the agreement.

Although the faculty member is primarily responsible for meeting the responsibilities as agreed upon, there are resources at Shelby State for giving assistance. The Professional Development program will be planned each year according to the expressed needs of the faculty. Personnel from Instructional Media Services and the Shelby State Library are also available and prepared to assist in course, program and material development. Department heads and professional colleagues can also be a valuable resource in many of the roles.

Step 3, gathering evidence to document or report.

As stated earlier, each faculty member will be responsible for assembling the necessary documents for evaluation. Similar to a portfolio, the materials should be placed in a loose-leaf notebook with divisions between the sections. The notebook will be kept in the office of the faculty member's immediate supervisor. (In the office of the division chairperson for department heads and in the office of the department head where the person holds rank for division chairpersons, directors, assistant/associate deans, deans, etc.)

Essentially, there are two kinds of forms or documents: (1) those for reporting activities, marked as "R" and (2) those used for evaluating, marked as "E". A third form, marked "S", is a single document used to record the summary of all of the evaluations.

It is to the advantage of each faculty member to keep the portfolio as current as possible, thereby avoiding the last minute rush that has been somewhat of a problem in the current system. A check-off sheet has been developed to assist the faculty member in maintaining a record of placement of reports in the notebook.

Step 4, evaluating

Through the review processes described earlier, the sources for evaluation of the five roles were designated as students, peers, self, and supervisor. The weight to be given these sources for each of the roles is as follows:

I.	Instruction	
	Students	.50
	Peers	.30
	Self	.10
	Supervisor	.10
II.	Service to the College	
	Peers	.40
	Self	.20
	Supervisor	.40
III.	Professional Growth	
	Peers	.20
	Self	.40
	Supervisor	.40
IV.	Professional Status/Activities	
	Peers	.45
	Self	.35
	Supervisor	.20
V.	Community/Public Service	
	Peers	.30
	Self	.30
	Supervisor	.40

Students

Course/Instructor Evaluation Questionnaires (CIEW) will be distributed by the Dean's office to the faculty, upon request. Faculty members will be responsible for getting them back to the Dean's office on schedule for processing. Each faculty member will receive two copies of the print-out of the results (one for her/his own files and one for the portfolio). A third copy of the print-out will be sent to the department head. In addition to the mean total scores to be used in the annual evaluation numerical ratings, there is some helpful information on the print-out for use in professional development.

Exceptions for use of the CIEQ have been recognized for clinical supervision and private music. In lieu of the CIEQ, these areas will use their own evaluation instrument based on a 4 - point system.

Peers

Peer evaluations, completed individually, will be given to the faculty members' supervisor by the peer designated to evaluate a particular faculty member. It then is the responsibility of the supervisor to summarize the three peer evaluations, complete the summary form and place in the faculty member's portfolio.

The peer review will be done by three individuals: two from within the department and one from the division but outside of the department.
Exception: Where there are five or fewer full-time faculty in a department, the peer review will be done by one person from the department and two from the division outside of the department.

Procedure(s) for selecting department peers must be agreed on by a majority of the faculty within each department.

Procedure for selecting division peers will be determined by the appropriate Division Chairperson and Department Heads.

Evaluation Criteria

The annual evaluation will involve the assigning of a numerical value from 1 to 4 in the following general scale:

4 - Outstanding Performance
3 - Expected Performance
2 - Needs Improvement
1 - Unacceptable performance

For the transition period, the criteria for assigning a numerical rating for certain components of each of the roles will be determined by the various departments by the end of the winter quarter, 1982. These criteria must be agreed on by a majority of the faculty within each department, with a copy of the criteria furnished to department faculty, Division Chairperson and the Dean's office. A form for this purpose is included in the packet.

Departmental Criteria
for Numerical Ratings

(Must be completed by end of winter quarter, 1982
furnished to department faculty, Division
Chairperson and Dean's office)

Department _____

I. Course Material (Include all material given to students. Use of previously developed departmentally prescribed syllabi will be rated 3.00)

4 - (Outstanding Performance)

3 - (Expected Performance)

2 - (Needs Improvement)

1 - (Unacceptable performance or lack of documentation)

II. Service to the College
Standing Committee

4 - (Outstanding Performance)

3 - (Expected Performance)

2 - (Needs Improvement)

1 - (Unacceptable performance or lack of documentation)

III. Professional Growth

4 - (Outstanding Performance)

3 - (Expected Performance)

2 - (Needs Improvement)

1 - (Unacceptable performance or lack of documentation)

IV. Professional Activities

4 - (Outstanding Performance)

3 - (Expected Performance)

2 - (Needs Improvement)

1 - (Unacceptable performance or lack of documentation)

V. Community/Public Service

4 - (Outstanding Performance)

3 - (Expected Performance)

2 - (Needs Improvement)

1 - (Unacceptable performance or lack of documentation)

_____

Department Head

Minimum - 50%
Maximum - 70%

I. INSTRUCTION

Instruction is defined as those activities associated with the design and delivery of content material to students. For the purposes of evaluation, the instructional role will include: (1) classroom performance; (2) enthusiasm; (3) student relations; (4) subject matter knowledge; (5) materials preparation and selection; (6) record keeping; and (7) other specified actions. Factors to be included are:

IN-CLASS

Instructional Delivery

- enthusiasm for teaching
- ability to motivate and interest students
- communication skills
- student-instructor interaction

Instructional Design

- course organization
- course difficulty
- grading practices
- materials preparation (hand-outs, tests, syllabi, etc.)

Content Expertise

OUT-OF-CLASS

Record-Keeping

Office Hours

Minimum - 15%
Maximum - 35%

II. SERVICE TO THE COLLEGE

Service to the College is defined as service rendered by a faculty member in support of the goals and objectives of her/his department, division, and/or the College.

For purposes of evaluation, Service to the College does not include any functions that are defined elsewhere as: Instruction, Professional Growth, Professional Activity/Status, or Community/Public Service.

Essential elements

Standing Committee Membership

Attendance
Participation

or

Special Assignment in lieu of standing committee

and

Fulfilling Registration Assignment

and

Attendance and participation in department meetings; working on department committees (i.e., curriculum, pedagogy, search); evaluation of peers.

Desirable elements

Advisor to student activity
Advisor to college activity
Develop and/or teach Continuing Education course

Minimum - 5%
Maximum - 25%

III. PROFESSIONAL GROWTH

Professional Growth is defined as improving the competence of an individual to fulfill the role and responsibilities of her or his position at the College.

For purposes of evaluation, Professional Growth will include the enhancement of an individual's effectiveness in one or more of the following areas: teaching, administration, service to the College, service to the community. At the beginning of each year, the individual and his/her supervisor will develop a professional growth plan tailored to the strength and weaknesses revealed through evaluations.

Possible activities are:

Participation in professional growth activities on campus

Taking appropriate graduate courses

Attendance at off-campus activities

Trying new teaching strategies

Reading Journals or Professional Literature

Minimum - 5%
Maximum - 25%

IV. PROFESSIONAL ACTIVITY/STATUS

Professional Activity/Status is defined as service within the faculty member's area(s) of expertise for which the individual is employed at the college.

For purposes of evaluation, Professional Activity/Status includes: service and/or peer recognition and/or academic distinction in the person's professional discipline, such as: service in local, state, regional or national organizations; publishing; performance; consulting; honors.

Possible activities are:

Current membership in at least one major relevant organization.

Participation in Organizations

- Giving papers
- Attending conventions
- Serving on panels
- Serving as an officer
- Holding committee membership

Publishing

Consulting

Performing (art, music, theater, etc.)

Honors Received

Review Activities

- Editing/Reviewing Materials
- Serving on Accreditation Committee

V. COMMUNITY/PUBLIC SERVICE

Community/Public Service is defined as activities within the Community for which the faculty member receives no pay. These activities can be either profession or non-profession related, with different expectations for each, as shown by the parameters of values allowable.

For purposes of evaluation, profession related Community/Public Service can include: representing the College on community projects: speaking to the media, service clubs, government agencies or community groups; serving on boards and commissions.

Non-profession related activities can include any non-school activities which reflect positively on the college and through which the faculty member performs a service to the community or segments thereof, and which do not require application of your area of College-recognized expertise. These activities may be religious, political, service or civic in nature. The maximum percentage allowable on non-profession related activities is 5%.

Faculty Evaluation
Check Sheet
(Should be placed first in the dossier)

Faculty Member _____

Section I:

_____ Annual Agreement on Role Emphasis
_____ Departmental Criteria for Numerical Ratings

Section II: Evaluations

_____ E-1 Student Evaluation Summary
_____ E-2A Individual Peer Evaluation (Not To Be Placed In Dossier)
_____ E-2B Summary of Peer Evaluation
_____ E-3 Self Evaluation
_____ E-4 Supervisor Evaluation

Section III: Reports/Documentation

_____ I-R CIEQ Print-outs
_____ I-R2 Syllabus(i)
_____ I-R3 Other teaching material
_____ II-R1 Committee Activities (by chairperson)
_____ II-R2 Committee Activities (by members)
_____ II-R3 Registration (Exceptions Only)
_____ II-R4 Department Work
_____ II-R5 Other Activities
_____ III-R Professional Growth
_____ III-R1 Print-Out from Continuing Education
_____ III-R2 Transcript(s) of added courses
_____ III-R3 Off-Campus Activities
_____ III-R4 New Teaching Strategies
_____ III-R5 Bibliography of Professional Readings
_____ III-R6 Other
_____ IV-R Professional Activities
_____ Documents
_____ V-R Community/Public Service
_____ Documents

Section IV:

Summary - Annual Evaluation

Statements of Disagreement

_____
Supervisor check off

19__19__

ANNUAL AGREEMENT
ON ROLE EMPHASIS

(To be completed by March 1, 1982; Renegotiation deadline, end of spring quarter, 1982)

(List agreed-on activities for each specific category)

Faculty Member _____

Department _____

I. Instruction (50-70) _____%

A. Course/program development

_____

_____

B. Other materials

_____

_____

C. Out-of-class activities

Record-Keeping _____

_____

Office Hours _____

_____

Other _____

_____

_____

II. Service to the College (15-35) _____%

A. Standing Committee _____

Member _____ Chair _____

B. Registration and drop/add as assigned

_____
Check

C. Department Work _____

_____

_____

D. Other: (Be specific)

_____

_____

III. Professional Growth (5-25) _____%

_____

_____

_____

_____

_____

_____

IV. Professional Activities (5-25) _____%

_____

_____

_____

_____

_____

_____

V. Community/Public Service (5-15) _____%

_____

_____

_____

_____

_____

_____

Total (must add up to 100) _____%

Signatures of Agreement:

_____ _____
Faculty member Date

_____ _____
Supervisor Date

Role Evaluations by Students 19__19___

Must be given during the 7th week of the regular quarter;
Intersession and Summer - proportional time period.
To be completed by faculty member. Print-outs must be
included in Section I-R.

Faculty Member _____

I. Instruction
(CIEQ total mean scores. Must have evaluations from a minimum of 1/3 of the classes taught in any given academic year. Summer and/or intersession may be used when necessary.)

QUARTER	COURSE & SECTION NO.	LOCATION/TIME	TOTAL MEAN

Add all total means and divide by
the number of courses evaluated

E-2A
19__19__

Role Evaluation by Peers

(To be completed by individual peer reviewer and given to the faculty member's supervisor; kept on file but not in the dossier)

Faculty Member _____

I. Instruction

A. Materials Development
(Give descriptive title-use back of pages if necessary)

1. _____ Rating _____
_____

2. _____ Rating _____
_____

3. _____ Rating _____
_____

B. Departmentally prescribed material 3.00

Average of all ratings on material
(add up all ratings above and divide by the number of ratings) [ ]

II. Service to the College

A. Standing Committee(s) (See II-R1 and II-R2)

1. _____ Rating _____
Name of Committee

2. _____ Rating _____
Name of Committee

Average of Standing Committee Evaluation _____

B. Registration (consider completed unless an exception is filed in II-R3) Rating _____

C. Department Work (See II-R4) Rating _____

D. Other (See II-R5 Faculty provide documentation)
(list activities evaluated-use back of page if necessary)

1. _____ Rating _____

2. _____ Rating _____

3. _____ Rating _____

Average of Other Activities _____

Overall Evaluation of Service To The College
(add A, B, C, D and divide by 4) [ ]

III. Professional Growth (See III-R)
(list activities evaluated - use back of page if necessary)

1. _____ Rating _____
2. _____ Rating _____
3. _____ Rating _____
4. _____ Rating _____
5. _____ Rating _____

Average of all ratings on Professional Development [ ]

IV. Professional Activities (See IV-R)
(list activities evaluated - use back of page if necessary)

1. _____ Rating _____
2. _____ Rating _____
3. _____ Rating _____
4. _____ Rating _____
5. _____ Rating _____

Average of all ratings on Professional Activities [ ]

V. Community/Public Service (See V-R)
(list separate activities rated - use back of page if necessary)

1. _____ Rating _____
2. _____ Rating _____
3. _____ Rating _____
4. _____ Rating _____

Average of all ratings on Community/Public Service [ ]

Signature of Peer Evaluator _____

Date Completed _____

E-2B
19__19__

Summary of Peer Evaluation

(Supervisor will compile from the individual peer evaluations, enter the average on the Summary sheet and place this sheet in the faculty member's dossier)

Role	Peer A	Peer B	Peer C	Total	Average
I. Instruction					
II. Service to the College					
III. Professional Growth					
IV. Professional Activities					
V. Community/Public Service					

Signature of Supervisor _____

Date Completed _____

Review/checked _____
Div. Chairman or Dean
as appropriate

E-3

Role Evaluation by Self 19__19___

(To be completed and returned to supervisor by end of winter quarter)

Faculty Member _____

I. Instruction

A. Instructional Delivery
(Use same classes as evaluated by students)

Quarter _____ Course No. _____ Rating _____
Quarter _____ Course No. _____ Rating _____
Quarter _____ Course No. _____ Rating _____
Quarter _____ Course No. _____ Rating _____
Quarter _____ Course No. _____ Rating _____
Quarter _____ Course No. _____ Rating _____
Quarter _____ Course No. _____ Rating _____
Quarter _____ Course No. _____ Rating _____

Average of course evaluations _____

B. Instructional Design

1. Syllabus development: List by course number

_____ Rating _____
_____ Rating _____
_____ Rating _____

Departmentally Prescribed Syllabus Rating 3.0

Average of all syllabus development _____

2. Other Materials
(Give descriptive title - use back of page if necessary)

_____ Rating _____
_____ Rating _____
_____ Rating _____

Average of all ratings on other materials _____

Overall Evaluation of Instructional Design _____

C. Out-of-Class Activities

Record-Keeping: Rating _____
Office-Hours: Rating _____

Overall average of out-of-class activities _____

Composite Role Evaluation in Instruction
(Average of three scores) _____

II. Service to the College

(a) Standing Committees

Name of Committee _____ Rating _____

Name of Committee _____ Rating _____

Overall evaluation of committee work _____(a)

(b) Registration Rating _____(b)

(c) Department Work Rating _____(c)

(d) Other
(list activities rated - use back of page if necessary)

1. _____ Rating _____

2. _____ Rating _____

3. _____ Rating _____

Overall evaluation of other activities (d) _____(d)

Overall Evaluation on Service To The College
(Add up a, b, c, d and divide by 4) [ ]

III. Professional Growth
(list activities evaluated - use back of page if necessary)

1. _____ Rating _____

2. _____ Rating _____

3. _____ Rating _____

4. _____ Rating _____

Overall Average Evaluation on Professional Development
(Add up and divide by number of activities) [ ]

IV. Professional Activities
(list activities evaluated - use back of page if necessary)

1. _____ Rating _____
2. _____ Rating _____
3. _____ Rating _____
4. _____ Rating _____
5. _____ Rating _____

Overall Evaluation on Professional Activities
(Add up and divide by number of activities) [ ]

V. Community/Public Service
(list separate activities rated - use back of page if necessary)

1. _____ Rating _____
_____

2. _____ Rating _____
_____

3. _____ Rating _____
_____

4. _____ Rating _____
_____

Overall Evaluation on Community/Public Service

_____
Signature of Faculty Member

_____
Date Completed

Role Evaluations by Supervisor
19__ 19__
(To be completed by appropriate supervisor and placed in Section I)

Faculty member _____

I. Instruction
A. Instructional Design
(1) List specific courses/materials to be rated:
Syllabus: (use back of page if necessary)

Course No. _____ Rating _____
Course No. _____ Rating _____
Course No. _____ Rating _____

Overall average of evaluations on syllabus development _____

(2) Other Materials Development
(Give descriptive title - use back of page if necessary)

1. _____ Rating _____
_____

2. _____ Rating _____
_____

3. _____ Rating _____
_____

Overall average of evaluations on other materials _____

B. Out-of-class activities

Record-Keeping Rating _____
Office Hours Rating _____

Overall average of out-of-class activities _____

Composite Role Rating in Instruction
(Average of three above) _____

II. Service to the College
(a) Standing Committees: Rating _____
(b) Registration: Rating _____
(c) Department Work: Rating _____
(d) Other: Rating _____

Overall average of ratings on Service to the College _____

III. Professional Growth
List activities evaluated (use back of sheet if necessary)

1. _____ Rating _____
_____

2. _____ Rating _____
_____

3. _____ Rating _____
_____

Overall average of ratings on Professional Growth [ ]

IV. Professional Activities
List activities evaluated (use back of sheet if necessary)

1. _____ Rating _____
_____

2. _____ Rating _____
_____

3. _____ Rating _____
_____

Overall average of ratings on Professional Activities [ ]

V. Community/Public Service
List activities evaluated (use back of sheet if necessary)

1. _____ Rating _____
_____

2. _____ Rating _____
_____

3. _____ Rating _____
_____

Overall average of ratings on Community/Public Service [ ]

Signature of Supervisor _____
Date Completed _____

II-R1

Report of
Committee Activities by Chairperson
(To be completed by committee chairperson and sent to supervisor of member by March 15, 1983)

19__19___

Committee _____

Committee Member _____

I. Attendance

A. How many meetings were scheduled? _____

B. How many meetings did this person attend? _____

Comments

II. Participation
Give a brief description of committee activities for this year.

Role of the above person in these activities.

III. Other comments.

Signature _____
Committee Chairperson

Date _____

Report of
Committee Activities by Members
(To be completed by committee member and sent to supervisor of the chairperson by March 15, 1983)

19___19___

Committee _____

Chairperson _____

I. Meetings

A. How many meetings were scheduled? _____

B. How many meetings did you attend? _____

C. How were you notified of the meetings?

_____

_____

_____

_____

_____

_____

II. Participation
Give a brief description of committee activities for this year.

What was the role of the chairperson in these activities?

III. Other comments

Signature _____

Date _____

Report of Department Work

(To be completed by faculty member, signed and filed in faculty member's dossier by March 15, 1983)

Faculty Member _____

1. Department Meetings
   Number scheduled _____
   Number attended _____

   Comments

2. Specific Assignments
   (Must be directed toward role assignment)

   List all committee or special assignments for this year, indicate responsibility and outcomes of the work. Note any released time awarded.

_____

_____

_____

_____

_____

_____

_____

_____

Signature _____
Faculty Member

Date _____

II-R5
19__19__

Report of other Activities
as Service to the College

(To be completed by faculty member, documentation attached and filed in the dossier)

The purpose of this form is to provide a means of reporting for evaluation those activities which are not covered elsewhere in the role of Service to the College. Documentation can include letters, programs, reports, newspaper articles, etc.

An itemized list of other activities should be noted below and documentation should be designated in the upper right hand corner.

III-R
19__19__

Report of Professional Growth

(To be completed by individual faculty member and given to his/her supervisor with appropriate reports and documents attached)

Faculty Member _____

1. On-campus Professional Development Activities (List below and attach print-out from Continuing Education, to be designated III R-1)

   Activity _____ C.E.U.'s _____

   _____

   Activity _____ C.E.U.'s _____

   _____

   Activity _____ C.E.U.'s _____

   _____

2. Courses Taken: (List below and attach transcript, to be designated as III R-2

   _____

   _____

   _____

   _____

3. Off-campus Activities: (List below and attach report, Form III R-3

   _____

   _____

   _____

4. New Teaching Strategies (List below and attach report, Form III R-4

   _____

   _____

   _____

5. Professional Readings: List in accepted bibliographic style, and designate as Form III R-5

   _____

   _____

   _____

VI. Other: Report any other activities which you wish to be given consideration as evidence of professional growth. Be sure to attach any pertinent documents.

Signature _____ Date _____

19__19__

Off-Campus Activities

Faculty Member _____

Name of Activity _____

Date of Activity _____ Place _____

Sponsored by _____

General Description _____

_____

_____

_____

Professional benefits derived _____

_____

_____

Was this activity supported by SSCC funds?_____

If so, how did you report to your colleagues about the activity? (If written, attach copy of report)

_____

_____

Briefly describe how this activity contributed to your professional growth:

_____

_____

_____

_____

_____

Signature_____

Date _____

III-R-4

19__19__

NEW TEACHING STRATEGIES

Faculty Member _____

Description of Teaching Strategy: _____

_____

_____

Results: _____

_____

_____

_____

Signature _____

Date _____

IV-R
19__19__

Professional Activity/Status

Faculty member should list all activities to be considered in this role, attach documentation and place in dossier. (Designate documents in upper right corner as IV-R)

Community/Public Service

Faculty member should list all activities to be considered in this role, attach documentation and place in dossier. (Designate documents in upper right corner as V-R)

S-1
19__19__

SUMMARY SHEET
ANNUAL EVALUATION
(To be completed by supervisor)

Faculty Member _____

I. Instruction

Student Rating	_____	X 50% =	_____
Peer Rating	_____	X 30% =	_____
Self Rating	_____	X 10% =	_____
Supervisor Rating	_____	X 10% =	_____

Composite Role Rating
(Total of above)

(50-70) Emphasis _____ X Composite _____ = _____

II. Service to the College

Peer Rating	_____	X 40% =	_____
Self Rating	_____	X 20% =	_____
Supervisor Rating	_____	X 40% =	_____

Composite Role Rating
(Total of above)

(15-35) Weight _____ X Composite _____ = _____

III. Professional Growth

Peer Rating	_____	X 20% =	_____
Self Rating	_____	X 40% =	_____
Supervisor Rating	_____	X 40% =	_____

Composite Role Rating
(Total of above)

(5-25) Weight _____ X Composite _____ = _____

IV. Professional Activities

Peer Rating	_____	X 45% =	_____
Self Rating	_____	X 35% =	_____
Supervisor Rating	_____	X 20% =	_____

Composite Role Rating
(Total of above)

(5-25) Weight _____ X Composite _____ = _____

V. Community/Public Service

Peer Rating _____ x 30% = _____

Self Rating _____ x 30% = _____

Supervisor Rating _____ x 40% = _____

Composite Role Rating
(Total of Above) _____

(5-15) Weight _____ x Composite _____ = _____

OVERALL COMPOSITE RATING (TOTAL OF ALL 5) ☐

Acknowledgement of Review:

☐ Agree ☐ Disagree

_____ _____
Faculty Member Date

_____ _____
Department Head Date

_____ _____
Division Chairperson Date

_____ _____
Dean of Instruction Date

Statements of Disagreement: (Attach typewritten copy)

Should be written explicitly as to areas of disagreement and must be signed by the person making the statement.
See also the appeals process in SSCC Policy on Promotion and Tenure I:01:03:00

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